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ASSIGNMENT BOOKLET 9B

Grade One Thematic
Module 9B: Days 10 to 18

Home Instructor's Comments and Questions

Home Instructor's Signature

FOR SCHOOL USE ONLY

Assigned Teacher:

Date Assignment Received:

Grading:

Additional Information:

FOR HOME INSTRUCTOR USE (if label is missing or incorrect)

Student File Number:

Date Submitted:

Apply Module Label Here

Name

Address

Postal Code

*Please verify that preprinted label is for
correct course and module.*

Teacher's Comments

Teacher's Signature

Home Instructor: Keep this sheet when it is returned to you as a record of the student's progress.

INSTRUCTIONS FOR SENDING IN THIS DISTANCE LEARNING ASSIGNMENT BOOKLET

When you register for distance learning courses, you are expected to send in Assignment Booklets for corrections regularly. Try to send each Assignment Booklet as soon as you have completed it. Before sending your Assignment Booklet, please check the following:

- Are all the assignments completed? If not, explain why.
- Has your work been reread to be sure the spelling and details are correct?
- Is the record form filled out and the correct module label attached?

MAILING

1. Postage Regulations

Do **not** enclose letters with Assignment Booklets.

Send all letters in a separate envelope.

2. Postage Rates

Take your Assignment Booklet to the post office and have it weighed. Attach enough postage and seal the envelope. Assignment Booklets will travel faster if correct postage is used and if they are in large envelopes that are no more than two centimetres thick.

FAXING

1. Assignment Booklets may be faxed. Contact your teacher for the fax number.
2. All faxing costs are the responsibility of the sender.

E-MAILING

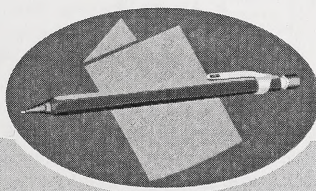
Assignment Booklets may be e-mailed. Contact your teacher for the e-mail address.

Grade One Thematic

Module 9

Time to Celebrate

ASSIGNMENT BOOKLET 9B



**Learning
Technologies
Branch**

Alberta
LEARNING

This product is the result of a joint venture with the following contributors:



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**OPEN
SCHOOL**

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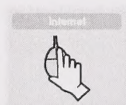
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Grade One Thematic
Module 9B: Time to Celebrate
Assignment Booklet 9B
Learning Technologies Branch
ISBN 0-7741-2361-3

This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	



You may find the following Internet sites useful:

- Alberta Learning, <http://www.learning.gov.ab.ca>
- Learning Technologies Branch, <http://www.learning.gov.ab.ca/ltb>
- Learning Resources Centre, <http://www.lrc.learning.gov.ab.ca>

The use of the Internet is optional. Exploring the electronic information superhighway can be educational and entertaining. However, be aware that these computer networks are not censored. Students may unintentionally or purposely find articles on the Internet that may be offensive or inappropriate. As well, the sources of information are not always cited and the content may not be accurate. Therefore, students may wish to confirm facts with a second source.

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Every effort has been made both to provide proper acknowledgement of the original source and to comply with copyright law. If cases are identified where this effort has been unsuccessful, please notify Alberta Learning so that appropriate corrective action can be taken.

Grade One Thematic Assignment Booklet 9B

Learning Tasks

Nine thematic modules and the accompanying Assignment Booklets have been designed to involve your student in learning tasks that are personally relevant, open-ended, and challenging.

Reporting Student Progress

A range of assessment tools (for example, activity samples, journal entries, audiocassettes, self-evaluation, and learning logs) will help you gather information on your student's ability to understand and apply curriculum skills and concepts. Through written comments and conversations, the teacher will provide an evaluation of your student as a developing learner. In addition, a subject letter grade will relate your student's performance to curriculum standards.

Have the student work carefully. If your student is having difficulty, reread the appropriate teaching information and then have the child review the activity.

Directions for Home Instructor and Student

Directions in this Assignment Booklet are generally written for you to read with the student. For certain assignments, home instructor directions are also required. Text for **you** is in one type style. Text for **you and the student** is in a different type style and is indented. See the example that follows.

Text for you and the student
will appear like this.

Text for you
will appear like this.

Grade One Thematic **Assignment Booklet 1A**

Day 6: Choice 1

Printing Tt


Trace over the first dotted T or t in each line. Then complete the lines that follow.

Instruct your student to use the arrows and numbers as guidelines for direction and sequence.

upstairs
main floor
basement

upstairs
main floor
basement

10



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Day 10

One, Two

Fill in the blanks with the singular or plural words. One has been done for you as an example.

one shoe
two shoes



1. one boy

two _____

2. one friend

two _____

3. one bird

three _____

4. one window

four _____

5. one _____

five trees

6. one _____

six cats

7. one _____

seven rings

8. one horse

eight _____

9. one bear

nine _____

10. one phone

ten _____










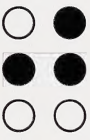
















Day 10

Braille

Look at the braille alphabet below. The letters in braille are made up of different combinations of raised dots.

Turn this page over and place it on a sheet of corrugated cardboard. Press the black dots with a pencil. This will make bumps on the front of the cardboard, which you can "read" with your fingertips.

Caution: For safety reasons, an adult should do the pressing with a pencil.

 A	 B	 C	 D	 E	 F	 G	 H
 I	 J	 K	 L	 M	 N	 O	 P
 Q	 R	 S	 T	 U	 V	 W	 X
 Y	 Z						

Day 10

Learning Log

Home Instructor's Comments

What have you observed about your student's development in science and health and life skills? Check **yes** or **not yet**.

- | | | |
|------------------------------|----------------------------------|---|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • understands that people with limited sensory abilities adapt by using other senses |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • understands that people with disabilities can use mechanical aids, such as wheelchairs, hearing aids, and canes, to adapt |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • knows that there are similarities and differences in all people |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • recognizes that all people can use their abilities to make a contribution to family life and society |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • is developing an appreciation for the varied traits and contributions of others |

Add any other comments about your student's science and health knowledge or attitudes.

Student's Thoughts

Day 11

Learning Log

Home Instructor's Comments

What have you noticed about your student's awareness of fire safety? Check **yes** or **not yet**.

☐ yes☐ not yet

- understands the importance of an exit plan and can follow it without assistance

☐ yes☐ not yet

- knows the emergency number(s) in your area

☐ yes☐ not yet

- knows your address

☐ yes☐ not yet

- understands why it is important not to go back into a burning building

Use the space below for additional comments.

Student's Thoughts

Day 12

Learning Log

Home Instructor's Comments

What have you noticed about your student's awareness of occupations? Check **yes** or **not yet**.

- | | | |
|------------------------------|----------------------------------|--|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • is aware of ways in which people perform responsibilities in the community, including paid work, unpaid work at home, and volunteer work |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • shows an interest in learning about occupations |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • recognizes that people's abilities and interests may influence their choice of occupation |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • recognizes that where a person lives may influence the occupation they are involved in |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • is aware of volunteer tasks that could be performed around the home |

Use this space for any other comments you have.

Student's Thoughts

A job I could be good at is . . .

Day 13

Compound Words

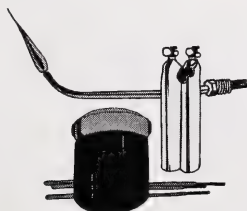
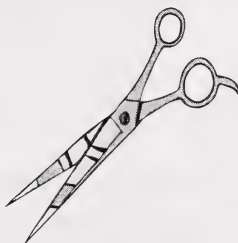
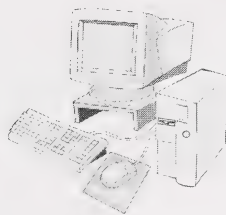
Cut the word boxes apart along the dotted lines. Match the words to make compound words. Say each compound word.

out	side	every
thing	air	plane
grand	mother	play
ground	paint	brush
pop	corn	pan
cake	side	walk
space	ship	

Day 13

Name That Tool

Write the name of each tool on the line to the left of the picture. Draw lines to match the picture of the tool with the picture of the person who would likely use it.



Day 13

Learning Log

Home Instructor's Comments

What have you noticed about your student's ability to apply phonics skills to reading and writing? Check **yes** or **not yet**.

- | | | |
|------------------------------|----------------------------------|---|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • applies phonics skills in writing activities by using constructed spelling |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • uses phonics skills to figure out new words |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • breaks words into smaller parts to help decode them |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • demonstrates an understanding of vowel knowledge (When is a vowel short? When is a vowel long?) |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • understands compound words |

Use the following space to comment on the student's ability to make compound words.

Student's Thoughts

A phonics skill I am still having difficulty with is . . .

Day 14

Learning Log

Home Instructor's Comments

What have you noticed about your student's interest and participation in music?
Check **yes** or **not yet**.

- | | | |
|------------------------------|----------------------------------|---|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • knows and enjoys singing seasonal, thematic, or holiday songs |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • recognizes that music reflects feelings |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • knows that words are important to understanding a song |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • recognizes that a section of a song may be repeated (as in a chorus) |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • sings many rhythmic and melodic songs and enjoys singing games and action songs |

Use the following space for any other comments about your student's enjoyment and participation in music activities.

Student's Thoughts

Day 15 Long and Short Vowels

To solve the following puzzle, decide which letter is in the first word but not in the second word. Print the letter in the blank. The first one has been done for you as an example. When you are finished, read the blanks from top to bottom.

S in **stripe** but not in **ripe**

_____ in **along** but not in **long**

_____ in **fix** but not in **six**

_____ in **fed** but not in **fad**

_____ in **take** but not in **make**

_____ in **yell** but not in **tell**

_____ in **fate** but not in **gate**

_____ in **sing** but not in **song**

_____ in **drive** but not in **dive**

_____ in **save** but not in **wave**

_____ in **tail** but not in **sail**



Print the message here. Do your best printing.

Day 15

Learning Log

Home Instructor's Comments

What have you noticed about your student's awareness of safety rules? Check **yes** or **not yet**.

- | | | |
|------------------------------|----------------------------------|---|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • recognizes community helpers and identifies how to seek their help |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • understands reasons for safety rules and follows them |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • knows how to exit a building safely in case of fire |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • can communicate basic fire-prevention strategies orally, pictorially, and in written work |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • shows concern for the safety of family, neighbours, and friends |

Use the following space for any other comments you have about your student's safety awareness.

Student's Thoughts

Day 16

Silent Letters

Choose a word from the word box to complete each of the following sentences. Print the word in the blank and draw a slash through the silent letter (~~k~~not).

knock	knee	knob
write	wrong	wrap

1. Please _____ on the door when you arrive.

2. Did you _____ a postcard to your friends?

3. Let's _____ the present with paper.

4. Turn the _____ to open the door.

Write a sentence for each of the words that you didn't use.

5.

6.

Day 16

Learning Log

Home Instructor's Comments

What have you noticed about your student's art skills? Check **yes** or **not yet**.

- | | | |
|------------------------------|----------------------------------|---|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • notices commonalities within groups of natural objects or forms |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • understands that all shapes can be reduced to basic shapes (for example, circle, triangle, and rectangle) |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • recognizes that lines can be curved, straight, thick, thin, continuous, or broken |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • has explored and developed preferences for various art techniques |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • uses a variety of drawing tools |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • understands that primary colours can be mixed to produce new hues |

Add any other comments you have about your student's artwork.

Student's Thoughts

My favourite type of artwork is . . .

Day 17

Spelling Post-Test

Spell the Module 9 words as they are read to you.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Day 17 Word Recognition Test

Use the index cards from your student's New Word Box and word bank to test immediate recognition of these words. Check the words the student can read by sight. Also, check to see if the student can independently write his or her full name, address, and phone number.

☐ saw☐ will☐ say☐ want☐ fire☐ yes☐ safety☐ friend☐ safe☐ end☐ danger☐ student's full name☐ exit☐ student's address☐ student's phone number

If your student has chosen theme-related or special-interest words, print them here. Check the words that the student recognizes easily.

☐ _____☐ _____☐ _____☐ _____☐ _____☐ _____☐ _____☐ _____☐ _____☐ _____☐ _____☐ _____

Day 17

Irregular Plurals

Cut out the cards and then play the game of Concentration according to the following directions.

Turn the cards face down. The aim of the game is to turn over a word and its plural. If you find a pair, keep them and take another turn. If not, turn your cards over and the other player is given a turn.

foot

feet

tooth

teeth

child

children

goose

geese

mouse

mice

man

men

woman

women

person

people

Day 17

Scrambled Words

Unscramble the bolded letters to make the plural. Fill in the blank with the plural. Use your best printing. The first one has been done for you as an example.

1. one foot two **ftee**

feet

2. one tooth three **tthee**

3. one child four **drlenich**

4. one goose five **gseee**

5. one mouse six **ecim**

6. one man seven **mne**

7. one woman eight **owemn**

8. one person nine **ppleoe**

Day 17

Learning Log

Home Instructor's Comments

What have you observed about your student's skills in role play and other drama activities? Check **yes** or **not yet**.

- | | | |
|------------------------------|----------------------------------|--|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • enjoys trying a variety of role-play activities |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • can express the thoughts and feelings of others when doing role plays or other drama |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • participates in group decision making |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • listens attentively to the suggestions of others |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • can retell the main points of a story using drama |





Make additional comments or ask questions in the space below.

Student's Thoughts

Day 18

Weather Graph

Colour in one square for each day's weather, as recorded on the calendar.

 cloudy	 rainy	 sunny	 snowy				

Day 18

Learning Log

Home Instructor's Comments

What have you observed about your student's development and learning in this module? Complete the following checklist and additional comments. Check **yes** or **not yet**.

Language Arts

- | | | |
|------------------------------|----------------------------------|---|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • reads increasingly challenging material |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • uses a variety of strategies to decode unfamiliar words |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • self-corrects when a word or phrase is read incorrectly |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • recognizes many words immediately when reading |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • understands what has been read |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • forms all the letters correctly in printing |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • spells words from spelling lists correctly in own writing |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • can rephrase researched material or retell stories |

Social Studies

- | | | |
|------------------------------|----------------------------------|--|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • realizes Canadian families have different traditions as well as traditions in common |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • realizes traditions are passed down from ancestors |

- | | | |
|------------------------------|----------------------------------|---|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • can tell about family and community traditions |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • has respect for the traditions of others |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • can gather information by surveying others |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • can present information on traditions orally, pictorially, and in writing |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • is beginning to develop simple map-reading skills |

Health and Life Skills

- | | | |
|------------------------------|----------------------------------|---|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • identifies fire-safety practices |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • is aware that people have different abilities |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • is aware of a variety of occupations |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • shows respect for and values all people |

Do you have any other comments about your student's progress this year?

Next year I would like to learn . . .

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Grade One Thematic Assignment Booklet 9B Module 9B: Time to Celebrate Student Folder Items

Indicate with a check mark (✓) that your student has completed the items listed below. Then submit each item to the student's teacher for marking at the time the teacher has requested it.

Days 10–18

- ☐ Thematic Assignment Booklet 9B (Check that all assignments are completed, including student activities and nine Learning Logs.)

Day 10

- ☐ Writer's Workshop
☐ journal writing (optional)

Day 11

- ☐ Number of Syllables chart
☐ Writer's Workshop
☐ mini poster about fire safety

Day 12

- ☐ Occupations chart
☐ Writer's Workshop
☐ journal writing (optional)

Day 13

- ☐ Writer's Workshop

Day 14

- ☐ Who Works Where chart
☐ Writer's Workshop
☐ Steps 1, 2, and 3 of Project Time assignment

Day 15

☐

Writer's Workshop

☐

Lines and Shapes picture

Day 16

☐

Occupations That Wear Hats list

☐

writing about personal job choice

Day 17

☐

Celebrations Stories booklet

Day 18

☐

student's comments about writing improvements

☐

book report

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COURSE SURVEY FOR GRADE ONE THEMATIC

(© 2003)

*After you have completed the assignments in this course, please fill in this questionnaire **with the help of your home instructor**. Your home instructor can help you **read** the directions and **write** some of the answers for you.*

Your honest thoughts about the course are appreciated. They will help improve the course for future students. Please mail the completed questionnaire to the address given on the last page.

Part A: About Yourself

Your name: _____

Your age: _____

Your distance education school: _____

Your distance education student number: _____

Part B: About the Course

On each line, print an "X" under the words that describe what you think.

1. How difficult did you find this course?

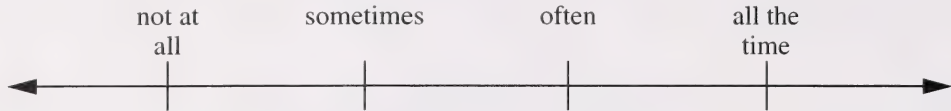


2. How well could you follow the instructions and explanations in the modules?

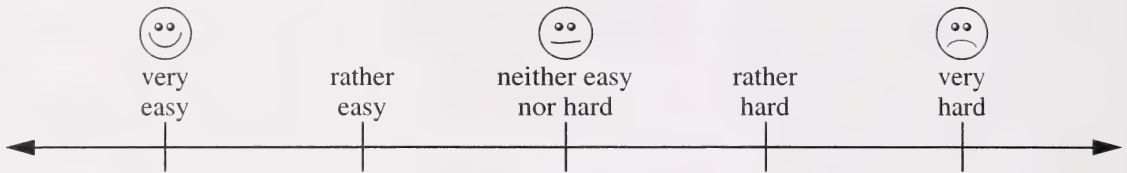


3. The Internet may have been mentioned in your course as an optional research tool or for optional activities.

How often did you use the Internet to complete this course?



4. How easy or hard was the Internet to use as directed by the instructions in this course?



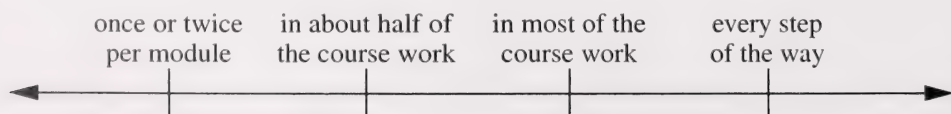
5. If someone helped you with parts of the course, answer the following questions:

a. Who helped? (parent, friend, etc.) _____

b. What did this person do to help? _____

c. In which parts did this person help you the most? _____

d. How much did this person help you?



6. The best thing about this course is _____

7. The part of this course that needs improving most is _____

8. Tell us any other ideas you have to make this course better.

9. If you have completed or almost completed another distance education (DE) course within the past year, complete the following chart. If you have done a few distance education courses recently, please choose a course that is similar to this course.

Print the names of the courses in the following chart. Then put a check mark (✓) in each column to show what you think.

Comparison Between DE Courses	Took More Time	Was More Difficult	Was Better Written	Was More Enjoyable
Name of this course:				
Name of other DE course:				

Thanks for taking the time to complete this questionnaire. Your feedback is important to us. Please return this questionnaire to the address on the right.

Learning Technologies Branch
Box 4000
Barrhead, Alberta
T7N 1P4

If you are enrolled at the Alberta Distance Learning Centre and have been mailing your Assignment Booklets to ADLC, you may return this questionnaire with the final Assignment Booklet in the course.

Project Name: [Faint text]
Project Number: [Faint text]
Project Manager: [Faint text]

Project Start Date: [Faint text]
Project End Date: [Faint text]

Project Schedule	
Task	Duration
Task 1	10 days
Task 2	15 days
Task 3	20 days
Task 4	25 days
Task 5	30 days
Task 6	35 days
Task 7	40 days
Task 8	45 days
Task 9	50 days
Task 10	55 days

Project Status: [Faint text]
Project Progress: [Faint text]

Project Budget: [Faint text]
Project Risk: [Faint text]